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Recordings of Standard English in the United States and Canada. Interim Report.

Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET), Urbana.

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This study involved the preparation of a set of 32 tape recordings of speakers of standard regional varieties of English in the United States and Canada, and the preparation of descriptive materials to accompany the tapes. Each tape includes (1) replies to 237 items based upon the pronunciation items of the "Linguistic Atlas of the United States and Canada," (2) minimum contrast sets, (3) a reading of "Arthur the Rat," and (4) a passage of spontaneous speech. These tapes may be used by scholars for studying the regional standards of spoken English or by high schools and colleges to illustrate variations in spoken English. Speakers from the following states and provinces were taped: Alabama, California, District of Columbia, Georgia, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, Minnesota, Missouri, New York, Pennsylvania, South Carolina, Tennessee, Texas, Utah, British Columbia, Manitoba, New Brunswick, Nova Scotia, Newfoundland, and Ontario. Copies of the tapes will be made available at cost to institutions and scholars from the Illinois Institute of Technology, Chicago. (A copy of the questionnaire used to elicit replies comprises approximately half of this report, and a one-page catalog of the tapes is included.) (Author/LH)

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ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER
IN THE PREPARATION OF SECONDARY SCHOOL
ENGLISH TEACHERS (ISCPET)

Recordings of Standard English
in the United States and Canada

A. L. Davis, et al.
Center for American English
Illinois Institute of Technology
Chicago, Illinois 60616

May 1969

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PREFACE

The tape collection has grown out of a desire to have samples of spoken standard English readily available for study. It has been a co-operative project and one which we hope will eventually be a major resource in dialectology.

Many colleagues have made the work possible: Charles Allen, Harold B. Allen, Walter P. Avis, Marvin Carmony, Kenneth Croft, P. D. Drysdale, Lawrence M. Foley, R. V. Gregg, J. Hewson, A. M. Kinloch, David W. Maurer, Raven I. McDavid, Jr., Raymond O'Cain, George B. Pace, Robert Parslow, Lee A. Pederson, William Shlager, Roger Shuy, Riley B. Smith, Robert P. Stockwell, Rudolph Troike, Huling E. Ussery, Frederic B. Viaux, M. G. Wanamaker, Juanita Williams, Gordon R. Wood.

IIT colleagues and students: Lawrence M. Davis, Barbara Eichler, Louanna Furbee, Emily Pettigrew Morris, Elizabeth Munger, Dagna Simpson.

To all of them I express my sincere thanks.

A. L. Davis

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SUMMARY

Recordings of American English: United States and Canada is a collection of 32 sets of tapes illustrating the pronunciation of educated speakers from the following communities: Tuscaloosa, Alabama; Los Angeles, California; San Francisco, California; Washington, D. C.; Atlanta, Georgia; Augusta, Georgia; Savannah, Georgia; Chicago, Illinois; Collinsville, Illinois; Louisville, Kentucky; New Orleans, Louisiana; Baltimore, Maryland; Boston, Massachusetts; Minneapolis, Minnesota; Kansas City, Missouri; St. Louis, Missouri; New York City, New York; Pittsburgh, Pennsylvania; Columbia, South Carolina; Lebanon, Tennessee; Memphis, Tennessee; Dallas, Texas; Houston, Texas; Salt Lake City, Utah; Vancouver, British Columbia; Winnipeg, Manitoba; Saint John, New Brunswick; Halifax, Nova Scotia; St. John's, Newfoundland; and Toronto, Ontario.

Each tape includes replies to a questionnaire based mostly upon the pronunciation items of the Linguistic Atlas of the United States and Canada. The tapes also include minimum contrast sets, a reading of "Arthur the Rat" in Cassidy's revision, and a passage of spontaneous speech.

The tapes are a body of data for studying the regional standards of spoken English. They may be used by scholars for research, or by the schools as illustrations of the way English sounds in the two countries. Illinois Institute of Technology will make the tapes available at cost to institutions and interested scholars.

PURPOSE OF THE STUDY

Although American English has been studied intensively by many scholars during this century, as yet there exists no readily accessible body of data on pronunciation, collected with adequate controls, which samples standard English of the United States and Canada.

Because American English in its standard regional varieties shows few grammatical differences, we need a highly structured investigation of pronunciation which does differentiate the standard dialects. The data collected must be comparable; that is, it must be possible to find out what each dialect does in comparison to others. Tape recording and the cooperation of linguists have made it possible to make a survey of the pronunciation of standard English for the two countries in a relatively brief time for this study.

OTHER SURVEYS

Two large-scale investigations have been undertaken to supply the needed data for American dialect studies: The Linguistic Atlas of the United States and Canada, a project begun in 1932, which will eventually cover the two countries using the technique of direct interviews by trained phoneticians. At the present writing (1969) field work remains to be completed in parts of Canada, the interior South, and several states west of the Mississippi. Editing this huge mass of information is a task which may not be completed for another decade. The Linguistic Atlas of New England was published in 1939-43, and consists of three folio volumes, each bound in two parts. Editorial work has begun on the collections of the Middle and South Atlantic States Atlas, which includes all of the remaining Atlantic Coast states and West Virginia. This editorial job will probably take at least another five years. The collections for the Middle West (Kentucky, Illinois, Indiana, Ohio, Michigan and Wisconsin) are complete but unedited. Harold B. Allen, University of Minnesota, is editing the Upper Midwest collection (Minnesota, North and South Dakota, Nebraska and Iowa). Materials for California, Nevada, and the Pacific Northwest are being edited by David W. Reed, University of California, Berkeley, and Carroll E. Reed, University of California, Riverside.

The second major investigation is the Dictionary of American Regional English under the directorship of Frederic G. Cassidy. This survey is an attempt to collect

all regional and local vocabulary. The method used is similar to that of LAUSC, representative informants being sought out in selected communities and interviewed. All fifty states are included in the survey, which is nearly complete. All interviews are tape recorded.

W. Cabell Greet made phonograph recordings during the 1930's of speakers of many American dialects. The text was "Arthur the Rat" and the records were made commercially available through the Linguaphone company.

The phonetician, C. K. Thomas, a life-long observer of American speech, interviewed "about 10,000 speakers" and collected tapes of 4,000 more speakers including "over 2,500 from the 3,000-odd counties in the United States".¹ He gives transcriptions of ten regional varieties: Eastern New England, New York City, Middle Atlantic, the South (southern Maryland to east Texas), North Central, western Pennsylvania, Southern Mountain, Central Midland, Northwest, Southwest Coastal.²

Under the auspices of the National Council of Teachers of English, a set of recordings, Americans Speaking, was prepared to give a sample of some of the important types of educated American English.³ Sampled were the following dialects: Northern--Eastern New England (Topsfield, Massachusetts); New York City (Brooklyn); Inland Northern (Madison, Wisconsin); Midland--The Delaware Valley (Philadelphia); South Midland (London, Kentucky); Southern (Prattville, Alabama). Americans Speaking uses a set text for reading, composed by Mrs. Celia M. Millward of Boston University and designed to bring out phonemic and allophonic differences and regional variations in incidence of phonemes. Besides the set text there is an informal discussion by the informant of a topic of interest to him. The pamphlet accompanying the recordings includes the text of the set passage, orthographic transcriptions of the free discussion, and a checklist of listening.

¹C. K. Thomas, The Phonetics of American English, 2nd ed. New York: The Ronald Press, 1958. Preface p. vii. Much of this recording is of a standard passage of his devising.

²Ibid, Chapter 21.

³Raven I. McDavid, Jr., and John T. Muri, Americans Speaking. Champaign, Illinois: National Council of Teachers of English, 1967.

E. Bagby Atwood reviewed the progress and methods of American dialect studies in 1963.⁴ In his article he lists the uses made of mechanical recording for American atlas research. Miles Hanley made 657 recordings of New England atlas informants in 1933-34. None of these recordings was made at the same time as the atlas interviews.⁵ Tape recordings became a feature of Atlas field work in the 1950's. In the Pacific Northwest (Washington, Oregon and Idaho) the field workers made recordings of many of their interviews, as did T. M. Pearce in New Mexico. In Oklahoma, W. R. Van Riper recorded every interview on tape, and work under the direction of C. M. Wise in Louisiana has included taped materials. Current field work by Lee Pederson in the Southeastern states is tape recorded as the interviews are made. The purpose of these tape recordings has not been to publish the tapes but to provide records of the interviews, to check on field work accuracy and to serve as a source for additional data which cannot be written down quickly enough by the field worker.

Abroad, tape recording has accompanied much of the field work for the Survey of English Dialects.⁶ This is spontaneous material rather than direct-question answers. The British Broadcasting Corporation now has a great deal of this material in its Permanent Sound-Record Library. Discs have been made of the best selections from the tapes and over 220 records are in the collection.

The Linguistic Survey of Scotland is also accompanied by tape transcriptions,⁷ and its extension into Ulster made systematic use of tape recordings with a phonetic questionnaire

⁴E. Bagby Atwood, "The Methods of American Dialectology," Zeitschrift für Mundartforschung, XXX, Heft 1, October, 1963, pp. 1-30.

⁵This collection is now at the University of Chicago and Illinois Institute of Technology. The recordings are on aluminum discs which will be transferred to magnetic tape.

⁶Harold Orton and Eugen Dieth, Survey of English Dialects. Leeds: E. J. Arnold and Son Ltd., 1964, Introduction pp. 19-20.

⁷Angus McIntosh, Introduction to a Survey of Scottish Dialects. Edinburgh: Thomas Nelson and Sons, Ltd., 1961, p. 101.

arranged primarily to give vowel information.⁸

In the summer of 1965, the writer made tape recordings in Falmouth, Cardiff, Caernarvon, Dublin, Belfast and Edinburgh. His questionnaire was the abridgement of the New England Atlas Work Sheets which had been used by Guy S. Lowman, Jr., in his survey of the southern counties of England.

METHOD OF THE STUDY

In order to accomplish the purpose of having data compatible with the major surveys, it was decided that the questionnaire to be devised should include direct questioning, minimal contrast sets, a reading passage, and free talk.

PREPARATION OF THE QUESTIONNAIRE

Selection was first made of pronunciation items from the Short Worksheets of the LAUSC, using those items which were included primarily for pronunciation.⁹ Since the two countries are being investigated for the LAUSC, this will allow comparisons. The first 167 items are taken from the Worksheets with a few additions. Items 168-239 give further evidence for minimal sets and restricted environments. We attempted to include here information on the morphophonic distributions as well.¹⁰

It was decided also that a short list of items would be included to be read. These are minimal pair sets, and we wished to have them appearing in succession on the tapes so that an item is included even though it does also appear earlier. It is also worth considering how much the informant will change his speech in list reading as compared to questioning.

The DARE revision of the Arthur story was selected, with Professor Cassidy's permission. Since his survey also utilized tape recordings, this makes future comparisons possible.

⁸G. B. Adams, "A Register of Phonological Research on Ulster Dialects," Ulster Dialects, an Introductory Symposium. Belfast: Ulster Folk Museum, 1964, pp. 193-201.

⁹The worksheets include grammar and folk-vocabulary, also. Items regionally restricted were avoided.

¹⁰Henry Lee Smith, Jr., "The Concept of the Morphophone," Language, Vol. 43, No. 1, March 1967, pp. 306-41.

Finally there is a short passage of connected speech. This gives data on intonation, syntax, and many other features which cannot easily be brought out by other methods. They also give the listener a passage of what the informant really sounds like, "the complex made up of suprasegmental patterns and paralanguage."

An initial questionnaire was designed and tested locally. After the selection of items had been made, we wished to make as sure as possible that the questions would bring out the desired responses easily. Since pronunciations may not be suggested, this is critical. We also wanted the interviews to be rather brisk so that they could be done within an hour of taping time.

After field trials we then revised the initial questionnaire in minor ways, partially in format, partially in the frame of the questions and partially in content. The directions for doing the interview were clarified, and the criteria for selection of informants were modified in that the requirement for college education of one parent was dropped; however, information concerning the parents' education was added, and the field worker was requested to tape record the biographical data.

The following items were added: 39 porch, 50 ironing, 51 scorched, 84 without, 97 syrup, 101 chocolate, 107 oranges, 108 Florida, 147 church, 151 ask, 180 rag, 222 heart, 227 hot, 228 height. Item 56 house was modified to White House.

The section on contrasts to be read was expanded from seven sets to twenty-one, and additional suggestions for the free connected speech passage were introduced.

It is possible that for future use the questionnaire will be further modified with additions for other English speech areas. Initially we had hoped to include some questions which would bring out possible regional differences in intonation patterns, but our frames were not successful enough. Professor Stanley Sapon of the University of Rochester, who uses a series of pictures for dialect research, has informed the writer that his method has proved highly successful for eliciting intonation patterns and has been incorporated in the dialect research of Catalonia. If feasible, a selection of this kind may be added.

An account of this study will be published in Orbis, an international journal of dialect studies, in an early issue. We have requested that readers send us their comments and suggestions for future work or revisions.

THE INVESTIGATION

Since the purpose of this study was to collect samples of standard pronunciation, we attempted to define a standard speaker for each region. He would naturally need to be a native and to have had no great outside influence which would have changed his speech pattern; consequently, we ruled out those who had extended residence outside the community in their formative years (through adolescence). The field worker was also instructed to avoid as informants those who might seem, in his judgment, to have personal idiosyncracies of affectation or foreign influence, etc. Truly upper class speech has been little investigated in this country; therefore we have defined standard as the speech of the educated middle class, with a tradition of education in the family. Hard-and-fast rules could, perhaps, be laid down, but much must be left to the interviewer. Of course, the editor also checks upon the "representativeness" of the informant.

The communities for this survey have been metropolitan areas. Some of importance have not yet been included but will be added, as will many medium-sized metropolitan areas. Geographical representation of major cities has been of the greatest importance. It is also realized that one speaker for a city may be insufficient, so in the future additional records will probably be made.

Field work has been carried out by interested linguists. It is not necessary that the field worker have special training so long as he follows directions. Nevertheless, we have been grateful for the suggestions and cooperation of professional linguists since this assures us of the best performance.

It had been expected that all informants could be found in the Chicago metropolitan area. However, the logistics proved too difficult and the aid of linguists in various parts of the United States and Canada was obtained.

FUTURE RESEARCH

The writer expects to expand the collections to include Great Britain and Ireland in 1970 and will seek co-operation of linguists in such countries as Jamaica, South Africa, Australia and New Zealand. It is hoped that eventually all regional varieties of spoken standard English will be included. American and Canadian linguists are being asked to contribute additional tapes also.

The tapes are a body of data, examples of how the regional standard Englishes are spoken. Complete analyses of the data will, of course, require much study. These tapes will be made available at cost to scholars and institutions who wish to make use of them. A brochure outlining the principal features of these dialects will be prepared to accompany them.

BIOGRAPHICAL DATA OF SPEAKERS

Tuscaloosa, Alabama

Mary Jane Foley, 21
female
born Tuscaloosa, Alabama
librarian (B.A.)

Los Angeles, California

Linda Moordigian, 23
female
born Los Angeles, California
teacher (B.A.)

Los Angeles, California

Danny Alford, 22
male
born Long Beach, California
student (B.A.)

San Francisco, California

Kathleen Grinsell, 24
female
born Napa, California
student (B.A.)

Washington, D. C.

Irwin Feigenbaum, 30
male
born Washington, D. C.
linguist (M.A.)

Atlanta, Georgia

Carolyn Manley, 38
female
born Atlanta, Georgia
substitute teacher (B.A.)

Augusta, Georgia

Joseph Chambers, 21
male
born Augusta, Georgia
student (completing B.A.)

Savannah, Georgia

Grace Rueter, 27
female
born Savannah, Georgia
student

Chicago, Illinois

John Wah, 31
male
born Chicago, Illinois
technician (3 yrs. college)

Collinsville, Illinois

Mary Sue Schusky, 34
female
born East St. Louis, Illinois
librarian (M.A.)

Louisville, Kentucky

Martha Ellison, 44
female
born Murray, Kentucky
educator (completing Ph.D.)

New Orleans, Louisiana

Dorothy Bacher, 50
female
born New Orleans
housewife (B.A.)

Baltimore, Maryland

Thomas Foster, 37
male
born Baltimore, Maryland
mathematician (M.A.)

Baltimore, Maryland

Edward Hoehn, 33
male
born Baltimore, Maryland
teacher (B.S.)

Boston, Massachusetts

F. B. Viaux, 51
male
born Boston, Massachusetts
college president

Minneapolis, Minnesota

Catherine Murphy, 22
female
born Minneapolis, Minnesota
social service field
director (B.A.)

Kansas City, Missouri

Tom Rafiner, 22
male
born Kansas City, Missouri
student (B.A.)

St. Louis, Missouri

Debby Horner, 19
female
born St. Louis, Missouri
student (1 yr. college)

New York, New York

Allan Rechtschaffen, 41
male
born New York City
psychologist (Ph.D.)

Pittsburgh, Pennsylvania

Frank Lackner, 37
male
born Pittsburgh, Pennsylvania
professor (Ph.D.)

Columbia, South Carolina

Irene Neuffer, 48
female
born Columbia, South Carolina
writer (M.A.)

Lebanon, Tennessee

Betty M. Mason, 24
female
born Lebanon, Tennessee
student (M.A.)

Memphis, Tennessee

Vera Clark, 41
female
born Augusta, Georgia
clerk (B.A.)

Dallas, Texas

Diana Boland, 22
female
born Dallas, Texas
student (B.S.)

Houston, Texas

Karen Hodges, 20
female
born Houston, Texas
student (completing B.A.)

Salt Lake City, Utah

Dorothy Burton, 58
female
born Salt Lake City, Utah
housewife (B.A.)

Canada:

Halifax, Nova Scotia

Jeremy Simms, 23
male
born Pictou, Nova Scotia
student (B.A.)

Saint John, New Brunswick

Carey Ryan, 19
female
born Saint John, New Brunswick
student (1 yr. college)

St. John's, Newfoundland

Michael Harrington, 20
male
born St. John's, Newfoundland
student (completing B.A.)

Toronto, Ontario

Peter Lancefield, 19
male
born Port Hope, Ontario
student (1 yr. college)

Vancouver, British Columbia

Robert Gilley, 28
male
born Vancouver, British Columbia
college instructor (M.A.)

Winnipeg, Manitoba

Helen Dartnell, 23
female
born Calgary, Alberta
housewife (B.A.)

APPENDIX I: THE QUESTIONNAIRE

RECORDINGS OF STANDARD ENGLISH: UNITED STATES AND CANADA

Directions for use of questionnaire.

1. The purpose of this questionnaire is to elicit variant pronunciations of ALL the words in the right-hand column. There are no substitutions which are acceptable.
2. Ask question in exactly the words given. If not successful, use the alternate question marked a). If this fails, use your own ingenuity.
3. Words underlined should be emphasized in asking the question.
4. If INF has misunderstood the question, try again after some explanation.
5. Phonetic transcriptions are not required but would be very useful to us. Please pause briefly after the INF's response.
6. Complete the interview at ONE sitting if at all possible.
7. Do not deviate from the order of the questions in the questionnaire.
8. Be sure to get natural responses, but keep conversation to a minimum during the direct questioning.

In order to get a clear tape.

1. Try to use a language laboratory or similar environment (carpeted room with draperies; relatively free from noise and interruption).
2. Record at 7 1/2" speed; use tape only in one direction.
3. The volume should be set by testing the informant's voice. If more than one session is necessary, be sure that recording levels are matched.
4. Identify each tape orally and mark the reels and box(es) clearly.

Informant

Before working with the INF, the FW should complete the biographical form. This will aid the FW in determining if the INF is a "standard and representative" speaker, middle to upper class. Culture as well as education should be the main factor in assessing the INF's class status.

The Informant MUST:

1. be a "standard" speaker--he should speak the prestige dialect of the area.
2. be a "representative" speaker--not characterized by any outstanding personal speech habits (affectation, etc.).
3. be in college or a college graduate.
4. not have been out of the metropolitan area for any considerable length of time. This is somewhat subjective but most important in that the informant should not have dialect mixture.
5. be a young to middle-aged adult (in general range of 20-60).
6. it is desirable that at least one parent be a college graduate. Most essential, however, is that the family represent the cultural tradition of the community.

BEGIN TAPE RECORDING HERE:

NAME OF FIELD WORKER: _____

BIOGRAPHICAL DATA

NAME: _____

STREET ADDRESS	CITY	NAME OF NEIGHBORHOOD IF ANY	COUNTY, STATE or PROVINCE
----------------	------	--------------------------------	------------------------------

PLACE OF BIRTH: _____ AGE: _____ SEX: _____

OTHER COMMUNITIES IN WHICH INF HAS LIVED AND HOW LONG: _____

SIGNIFICANT TRAVEL (INCLUDE MILITARY SERVICE): _____

OCCUPATION (SPECIFIC JOB TITLE or DESCRIPTION): _____

EDUCATION: _____

FAMILY HISTORY--

MOTHER'S PLACE OF BIRTH: _____

MOTHER'S EDUCATION: _____

FATHER'S PLACE OF BIRTH: _____

FATHER'S EDUCATION: _____

MATERNAL GRANDPARENTS:

GRANDMOTHER'S PLACE OF BIRTH: _____

GRANDFATHER'S PLACE OF BIRTH: _____

PATERNAL GRANDPARENTS:

GRANDMOTHER'S PLACE OF BIRTH: _____

GRANDFATHER'S PLACE OF BIRTH: _____

FW QUESTIONSITEMS

- | | |
|---|-----------|
| 1. Count up to 15 (The first no. is _____. The next is _____, etc.). | 1-14 |
| 2. The number after 19 is _____. | 20 |
| 3. 3×9 is _____. | 27 |
| 4. After 29 comes _____. | 30 |
| 5. After 39 comes _____. | 40 |
| 6. After 69 comes _____. | 70 |
| 7. In a line, the man who is number 20 is the 20th man; what do you call the man who is number <u>one</u> ? | first |
| 8. Behind him is the _____ man. | second |
| 9. Behind him is the _____ man. | third |
| 10. Behind him is the _____ man. | fourth |
| 11. Behind him is the _____ man. | fifth |
| 12. Behind him is the _____ man. | sixth |
| 13. Behind him is the _____ man. | seventh |
| 14. Behind him is the _____ man. | eighth |
| 15. Behind him is the _____ man. | ninth |
| 16. Behind him is the _____ man. | tenth |
| 17. Something which happens 2 times, happens _____. | twice |
| 18. Something which happens 1 time, happens _____. | once |
| 19. The 1st month of the year is _____. | January |
| 20. The 2nd month of the year is _____. | February |
| 21. After March comes _____. | April |
| 22. First day of the week _____. | Monday |
| 23. And then _____. | Tuesday |
| 24. And then _____. | Wednesday |

- | | |
|--|-----------|
| 25. And then _____. | Thursday |
| 26. After Friday comes _____. | Saturday |
| 27. You eat breakfast early in the _____. | morning |
| 28. 2:00 p.m. is in the _____. | afternoon |
| 29. 11:00 p.m. is in the dark of _____. | night |
| 30. Today is Monday (name the day), so Sunday was _____. | yesterday |
| 31. And Tuesday is _____. | tomorrow |
| 32. We'd call 1968 "last _____." | year |
| 33. You can tell time by a (point to it) _____. | watch |
| 34. If a cloud descends on the earth and we can't see because of a white vapor, we'd say the weather is _____. | foggy |
| a) The weather in London is often _____. | |
| 35. So the reason you can't see is because of the thick _____. | fog |
| a) Airports are sometimes closed down because of _____. | |
| 36. In the fall, we often look out and see a frozen white substance on the grass; it's not snow, it's _____. | frost |
| 37. Our family got too big for an apartment so we moved into a _____. | house |
| 38. On our block they are building several new _____. | houses |
| 39. Something built on front or back of house to sit on is _____. | porch |
| 40. You cook in what room? | kitchen |
| 41. Smoke from a furnace goes through the _____ on the roof of the house. | chimney |
| 42. In fireplaces, people burn large heavy _____. | logs |
| 43. After logs are burned, there is left a residue called _____. | ashes |
| 44. You are sitting in a _____. | chair |
| 45. Chairs, tables, etc. are bought at what kind of store? | furniture |
| 46. The top part of a house, right below the roof, in which people store things is an _____. | attic |

47. You hang your clothes in a _____. closet
48. When dishes are dirty, they must be _____. washed
49. After they're washed, they're still soapy, so you have to _____ them. rinse
50. After clothes are washed a housewife does the _____. ironing
51. If the iron is too hot a piece of clothing might get _____. scorched
52. After a bath, you dry yourself with a _____. towel
53. You sweep a floor with a _____ (make motion). broom
54. The top of a building is a pointed _____. roof
55. You park your car in a _____. garage
56. The President lives in the _____ White House
57. The place where they process milk is called a _____. dairy
58. You stir your coffee or tea with a _____. spoon
59. Fresh cut flowers are put in a _____. vase
60. Chickens lay _____. eggs
61. Children drink a lot of _____. milk
62. The metal bands around a barrel are called _____. hoops
(try hula _____)
63. You drive a nail with a _____. (gesture) hammer
64. Before a farmer plants a field, he has to _____ it. plow
65. You cut grass with a _____ (gesture) lawn mower
66. If a wheel squeaks, you have to put a thick substance on it called _____. grease
67. If you spill butter on a table, the table feels _____. greasy
68. When driving, you might drive into a service station to get gas, and have the attendant check the _____. oil
69. When driving, you can get a blowout and have to change the _____. tire
70. You squeeze toothpaste out of a _____. tube

71. To protect their clothes when they do dishes, women sometimes wear an _____. apron
72. If it's cold outside, before you go out, you put on a heavy _____. coat
73. A man buys a matching coat and pants. He has a _____. new suit
a) If response is suit, then "It's not old, it's a _____."
74. Women often carry loose change in a change _____. purse
75. For a present you could buy a woman a charm _____. bracelet
76. If you wanted her to wear the bracelet, you might ask her to _____. put it on
77. When it rains, you carry an _____. (gesture) umbrella
78. A small stream is called a _____. creek
a) Corn flakes are made in Battle _____.
79. The Rockies, Alps, Pyrennes are all _____. mountains
80. People in glass houses shouldn't throw _____. stones
81. After a vacation you begin the trip back _____. home
82. (gesture) I'm moving this away from you, now I'm moving it _____ you. toward
83. If you don't drink your coffee black, you drink it _____ cream. with
84. If you don't drink it with cream, you may drink it _____. without
85. An animal that barks and wags its tail is a _____. dog
86. An animal that moos and gives milk is a _____. cow
87. A baby cow is a _____. calf
88. The animal cowboys ride is a _____. horse
89. What material do we get from shearing sheep? wool
90. When you mount a horse, you first put your foot in the _____. stirrup
91. To make a sandwich, you put meat between two slices of _____. bread

92. If asked how much something weighs, you'd say it weighs so many _____. pounds
93. The substance which makes bread rise in a pan is _____. yeast
94. In an egg are two parts, the white and the _____. yolk
95. The yolk is what color? yellow
96. If you put whole eggs with the shells left on in a pot of water, and turned on the heat, you'll make _____. boiled eggs
- a) If you get cooked eggs, "They're not fried, they're _____."
97. On pancakes or waffles, we might put butter and _____. syrup
98. To get steaks and other meat, you might go to what kind of shop? The man who cuts the meat is a _____. butcher
99. If meat has turned bad, you'd say it was _____. spoiled
- a) A child who gets everything he wants is _____.
100. At dinner, a waitress might ask if you want cream and sugar for your _____. coffee
101. The two most popular flavors of ice cream are vanilla and _____. chocolate
102. Before you swallow food you _____ it. (gesture) chew
103. Peas, carrots, corn, etc., are all _____. vegetables
104. You can grow your own vegetables in a _____. garden
105. On a piece of leather goods there could be one of two things stamped. Either "imitation leather" or _____. genuine (leather)
106. What fruit did Eve give Adam to eat in the Garden of Eden? an apple
107. The most common citrus fruits are lemons, grapefruit and _____. oranges
108. They come from California, Texas and _____. Florida
- a) What state is Miami in?
109. After you chew food, you _____. (gesture) swallow
110. If someone asks you to do something you don't want to do, he might say, "Will you do it?" and you might answer, "No I _____." won't

111. If he says "Can you do it?" you might say, "Yes I ____." can
112. A tadpole grows up to be a _____. frog
113. Birds peck at the ground to find _____. worms
114. Butterfly-like insects that eat wool are called _____. moths
115. A tree is held in the ground by its _____. roots
116. We can buy fresh or frozen vegetables, or else we can buy them in a tin _____. can
117. A woman whose husband has died is a _____. widow
118. My mother is married to my _____. father
119. My mother and my father together are called my _____. parents
120. My female child is my _____. daughter
121. She's not a boy; she's a _____. girl
122. She's not my brother; she's my _____. sister
123. My uncle's wife is my _____. aunt
124. Jesus' mother is the Virgin _____. Mary
125. In a college class there are a professor and his _____. students
126. A citizen of the United States is an _____. American
127. (Point to the following parts of your body.) forehead
128. Not my left, but my _____ right ear
129. (same as 127) mouth
130. (same as 127) tooth, teeth
131. (same as 127) gums
132. (same as 127) fists
133. (same as 127) chest
134. (same as 127) shoulders
135. (same as 127) palm
136. If a man doesn't shave, he'll grow a _____. beard

137. If you can lift 200 pounds, you're not weak,
you're _____. strong
138. If you work hard, you get _____. tired
139. If I have a cold and talk like this (do it), I'm _____. hoarse
140. And if I (do it), I'm _____. coughing
141. If someone's hard of hearing, you'd say he was _____. deaf
142. If a soldier is shot, but not killed, he's been
_____ in action. wounded
143. Another name for grave-yard is _____. cemetery
144. The ceremony before burial is called a _____. funeral
145. The dead person's family observed a period of _____. mourning
146. After I was engaged for awhile, I got _____. married
147. A public wedding is usually held in a _____. church
148. Ballerinas don't sing; they _____. dance
149. After high school, some people go on to _____. college
150. You can charge out books at a _____. library
151. That's a question I wish you wouldn't _____. ask
152. People go to high school and college to get
a good _____. education
153. In a strange city, you'd probably stay at a _____. hotel
154. Movies and plays are viewed in a _____. theater
155. For an operation, you'd go to a building called
a _____. hospital
156. The women who care for the patients are called _____. nurses
157. Between 1942-1945, we fought the Second World _____. War
158. Some people save stamps. Others save _____. coins
(a) Quarters, dimes, and nickels are all metal _____.
159. Every Sunday in church, the clergyman gives a
lecture called a _____. sermon

160. Miss Universe is more than pretty, she's _____. beautiful
161. Symphonies, concertos, and rock-and-roll are all kinds of _____. music
162. Satan is also called the _____. devil
163. If ghosts inhabit a house, we'd say the house was _____. haunted
164. We greet each other on Dec. 25 by saying _____. Merry Xmas
165. To remain in a club, you have to pay your yearly _____. dues
166. If you don't have money, you may have to go to a bank and do what to get it? borrow
- a) If you don't have any sugar, you might go next door and _____ it from your neighbor.
167. If a man fell out of a boat and couldn't swim, you'd say he _____. drowned
168. If I take something and do this (gesture) to it, I'm not pulling it, I'm _____ it. pushing
169. Rose, tulips, etc. are called _____. flowers
170. You'd get bored with nothing to _____. do
171. Many people don't like margarine; they like real _____. butter
172. What did I just do to my wrist? (gesture) pinched
173. The opposite of rich is _____. poor
174. To get to the roof of a building, you could climb up a _____. ladder
175. The most famous singing group from England are the _____. Beatles
- a) A hard shelled brown or black insect is a _____.
176. The second of two things isn't the former; it's the _____. latter
177. A one-foot ruler is 12 inches in _____. length
178. If a pie is cut into 6 pieces, we'd say it was cut into _____. sixths
179. If a pie is cut into 12 pieces, we'd say it was cut into _____. twelfths

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|------|---|--------|
| 180. | An old piece of cloth you might use for cleaning. | rag |
| 181. | If you're out on a desert, you'd better have a canteen of _____. | water |
| 182. | If you wanted to swim indoors, you could go to a swimming _____. | pool |
| 183. | The opposite of push is (motion) _____. | pull |
| 184. | The library is a place that has lots of _____. | books |
| 185. | The female deer is a doe; the male is a _____. | buck |
| 186. | On a lake or river you would ride in a _____. | boat |
| 187. | After a cigarette has been smoked, all that is left is a cigarette _____. | butt |
| 188. | A bandage is made of adhesive tape and _____. | gauze |
| 189. | If a person is constantly in and out of a room, you might tell someone that "He comes and _____." | goes |
| 190. | A small folding bed is a _____. | cot |
| | a) Soldiers may sleep on a folding bed called an Army _____. | |
| 191. | After a fishing trip you might describe the fish that you _____. | caught |
| 192. | Another word for taxi is _____. | cab |
| 193. | On an ear of corn we have the grains of corn and the _____. | cob |
| 194. | If people continually walk across the grass on the lawn, they create a _____. | path |
| 195. | Children instead of learning the old arithmetic now learn the new _____. | math |
| 196. | In baseball the ball is hit with a _____. | bat |
| 197. | A wager placed on a horse is a _____. | bet |
| 198. | If it rains on us we get _____. | wet |
| 199. | When you're not alive, you're _____. | dead |
| 200. | The opposite of "I didn't" is "I _____." | did |
| 201. | A ball point _____ is used for writing. | pen |

202. If we want to diaper a baby, we'd fasten the cloth with a safety _____. pin
203. The route that a policeman covers is sometimes called his _____. beat
204. If a dog sank his teeth into me, I'd say that he _____ me. bit
205. A thick hot Mexican soup made with meat and beans is called _____. chile
a) _____ con carne
206. One child but two _____. children
207. One might cut paper or cloth with a pair of _____. scissors
208. The biggest meal of the day is _____. dinner
209. Women from India wear a native dress called a _____. sari
210. A person apologizes because he is _____. sorry
211. A childhood nickname for a man named Thomas would be _____. Tommy
212. The first name in _____, Dick and Harry is? Tom
213. A word that rhymes with C-A-L-M (spell) and refers to anything soothing or healing is _____. balm
214. The inside of the hand (show) is the _____. palm
215. The explosive that is dropped from an airplane is a _____. bomb
216. A man's shirt has sleeves, body and a _____. (point) collar
217. Someone who comes to visit for a very short time is a _____. caller
a) In a phone conversation, one person is the answerer, and the other is the _____.
218. Bacon, ham, etc. are not beef but _____. pork
219. We use a knife and spoon and one other utensil for eating. The other is a _____. fork
220. If something is not near, it is _____ away. far
221. When camping we might get cold and build a _____. fire

222. The organ that pumps our blood is our _____. heart
223. The opposite of soft is _____. hard
224. When you apply for a job, you hope to get _____. hired
225. If you didn't want someone to find you, you might try to find a place to _____. hide
226. A bricklayer's helper carried bricks in a _____. hod
a) If no answer, spell it.
227. The opposite of cold is _____. hot
228. If a man is six feet tall, we might say he is six feet in _____. height
229. Moby Dick is a fictitious _____. whale
a) The large animal in the sea is a _____.
230. A word that is similar to the one just mentioned and is sometimes used to describe what sirens and babies do is _____. wail
a) Weep and _____.
231. Chinese eat noodles and _____. rice
232. If this rice is bleached, it is what kind? white rice
233. Another word for a ringlet of hair is a _____. curl
a) If a girl doesn't have straight hair, she has naturally _____ hair.
b) She might put up her hair in _____.
234. The description of the shape of a spring is a _____. coil
(gesture)
235. If a man has no hair, he's _____. bald
236. When an egg, or anything else is cooked in water, it is _____. boiled
237. The Chief Executive of the United States is the _____. President
238. If you don't smoke a cigar or pipe, you might smoke tobacco wrapped in paper, called _____. cigarettes
239. The place we stay in a strange city is a _____. hotel

Ask Informant to read the following sets (ask Informant to pause between words).

- | | |
|-------------------------|-----------------------------|
| 1. dog, log, fog | 12. scorch, porch |
| 2. Mary, marry, merry | 13. mirror, dearer |
| 3. syrup, stirrup | 14. caller, collar |
| 4. mourning, morning | 15. beer, dear |
| 5. broom, room | 16. scare, bare |
| 6. horse, hoarse | 17. sorry, starry, story |
| 7. a can, I can | 18. wore, war |
| 8. card, cord, barred | 19. any, many, penny |
| 9. boy, buoy | 20. farmer, former, foreman |
| 10. furry, hurry, worry | 21. whipping, whooping |
| 11. poor, pour, pore | |

Ask Informant to read "Arthur The Rat."

THE STORY OF ARTHUR THE RAT

Once upon a time there was a young rat who couldn't make up his mind. Whenever the other rats asked him if he would like to come out hunting with them, he would answer in a hoarse voice, "I don't know." And when they said, "Would you rather stay inside?" he wouldn't say yes, or no either. He'd always shirk making a choice.

One fine day his aunt Josephine said to him, "Now look here! No one will ever care for you if you carry on like this. You have no more mind of your own than a greasy old blade of grass!"

The young rat coughed and looked wise, as usual, but said nothing.

"Don't you think so?" said his aunt, stamping with her foot, for she couldn't bear to see the young rat so cold-blooded.

"I don't know," was all he ever answered, and then he'd walk off to think for an hour or more, whether he should stay in his hole in the ground or go out into the loft.

One night the rats heard a loud noise in the loft. It was a dreary old place. The roof let the rain come washing in, the beams and rafters had all rotted through, so that the whole thing was quite unsafe.

At last one of the joists gave way, and the beams fell with one edge on the floor. The walls shook, the cupola fell off, and all the rats' hair stood on end with fear and horror.

"This won't do," said their leader. "We can't stay cooped up here any longer." So they sent out scouts to search for a new home.

A little later on that evening the scouts came back and said they had found an old-fashioned horse-barn where there would be room and board for all of them.

The leader gave the order at once, "Company fall in!" and the rats crawled out of their holes right away and stood on the floor in a long line.

Just then the old rat caught sight of young Arthur--that was the name of the shirker. He wasn't in the line, and he wasn't exactly outside it--he stood just by it.

"Come on, get in line! growled the old rat coarsely. "Of course you're coming too?"

"I don't know," said Arthur calmly.

"Why, the idea of it! You don't think it's safe here anymore, do you?"

"I'm not certain," said Arthur undaunted. "The roof may not fall down yet."

"Well," said the old rat, "We can't wait for you to join us." Then he turned to the others and shouted, "Right about face! March!" and the long line marched out of the barn while the young rat watched them.

"I think I'll go tomorrow," he said to himself, "but then again, perhaps I won't--it's so nice and snug here. I guess I'll go back to my hole under the log for a while just to make up my mind.

But during the night there was a big crash. Down came beams, rafters, joists--the whole business.

Next morning--it was a foggy day--some men came to look over the damage. It seemed odd to them that the old building was not haunted by rats. But at last one of them happened to move a board, and he caught sight of a young rat, quite dead, half in and half out of his hole.

Thus the shirker got his due, and there was no mourning for him.

THE END

To finish the interview, we'd like a few minutes of connected speech by the Informant. There are several ways to elicit this kind of data. Ask him to do any one of the following:

1. Recount an incident where he was in great danger.
2. Tell about any interesting experience connected with his school, occupation, etc.
3. Tell a TV story recently seen or a movie seen, etc.

4. Describe a childhood game. Describe job.
5. Anything else which could produce the few minutes required.
6. Should the informant be quite brief on one subject switch him to another.

Catalogue of Tapes Prepared for "Recordings of Standard
English: United States and Canada"
(USOE 5-10-029; HE-145; ISCPET SS-12-20-68)

A. L. Davis
Center for American English
Illinois Institute of Technology
Chicago, Illinois

<u>TAPE NUMBER</u>	<u>DESCRIPTION</u>
1, 2	ALABAMA - Tuscaloosa (2 tapes)
3	ATLAS INTERVIEW (Partial) A. L. Davis
4	CALIFORNIA - Los Angeles Dialect (Alford)
5	CALIFORNIA - Los Angeles Dialect (Moordigan)
6, 7	CALIFORNIA - San Francisco (2 tapes)
8	CANADA - Halifax, Nova Scotia
9, 10	CANADA - St. John, New Brunswick (2 tapes)
11	CANADA - St. John's Newfoundland
12	CANADA - Toronto, Ontario
13	CANADA - Vancouver
14, 15	CANADA - Winnipeg, Manitoba (2 tapes)
16	GEORGIA - Atlanta
17	GEORGIA - Augusta
18, 19	GEORGIA - Savannah (2 tapes)
20	ILLINOIS - Chicago
21	ILLINOIS - Collinsville
22	KENTUCKY - Louisville
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29	MISSOURI - St. Louis
30	NEGRO SAMPLES (Puerto Rican, Spanish-English)
31	NEW YORK - New York City
32	PENNSYLVANIA - Pittsburgh
33	SOUTH CAROLINA - Columbia
34	TENNESSEE - Lebanon
35	TENNESSEE - Memphis
36, 37	TEXAS - Dallas (2 tapes)
38	TEXAS - Houston
39, 40	UTAH - Salt Lake City (2 tapes)
41	VOWELS AND CONSONANTS (Lane)
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42	WASHINGTON, D. C.